UCLA Faculty Association

News and opinion from Dan Mitchell since 2009

Monday, July 27, 2026

Short on Funds

From the Daily Bruin: *UCLA's political science department cut teaching assistant and reader positions in response to a budget deficit... Each teaching assistant position cut by the department reduces enrollment capacity in political science courses by roughly 60 students...*

UCLA is projected to run a $220 million budget deficit for the 2025-26 academic year, Interim Chief Financial Officer Reem Hanna-Harwell announced in a March 26 campuswide email. Hanna-Harwell's estimate came more than a month after former CFO Stephen Agostini alleged to the Daily Bruin that the university had a $425 million budget deficit for the 2025-26 academic year. Chancellor Julio Frenk announced Agostini was no longer CFO days after the Daily Bruin published his allegations. Hanna-Harwell said higher deficit estimates previously reported were inaccurate, as they included spending requests that had not yet been approved.

The political science department said in an emailed statement that it does not plan to reduce undergraduate seminars for the 2026-27 academic year but did not answer specific questions about whether or not it cut teaching assistant and reader positions. The UCLA Department of Mathematics also limited hours for teaching assistants and eliminated paid graders – who read and grade students' exams – in response to university-wide budget cuts...

Full story at https://dailybruin.com/2026/07/22/amid-budget-deficit-political-science-department-cuts-tas-shrinks-course-capacities.

Comment: It would be nice to see final the UCLA budget numbers for last year as well as estimates for the current year. Might be helpful for, you know, like planning.

Posted by California Policy Issues at 3:35 AM No comments:

Labels: UCLA

Do the Math

The Council of UC Faculty Associations

- Breaking news in faculty grant lawsuit
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- Trump admin drops appeal in AAUP et al. v. Trump
- 2025: The Year UC Faculty Fought Back and Won

Remaking the University

- Liner Note 55. In the Empire of AI, Universities Will Reinvest or Die (Part 1) - 7/19/2026
- How to Make AI Good for the Humanities (Guest Post) - 6/20/2026
- A Response to the Report on Scholarship in the Humanities and Social Sciences by One of Its Targets (Guest Post) - 6/15/2026

Higher Ed. News & Commentary

- Chronicle of Higher Education
- Inside Higher Education
- Remaking the University
- Changing Universities
- California Professor

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Topics

A Call for the Ethical Use of AI in Mathematics

The Leiden Declaration provides a framework for human-centered math research

Published Date: July 20, 2026

Story by: Michelle Franklin

UC-San Diego Today

There is not an industry or field of research that hasn't been upended by the rapid development of artificial intelligence. The speed with which AI is changing the landscape of every facet of life makes it difficult to create thoughtful, human-centered policies around its use.

The field of mathematics finds itself at an inflection point. AI would not exist without math but there is concern that AI is being positioned as a replacement for mathematicians–able to solve longstanding open problems in a fraction of the time it would take a human. Yet AI corporations are less than transparent about their methodologies: how the problems are solved, which data the AI was trained on, and how the data will be used.

To create a framework for thoughtful consideration of AI use in the field, a group of mathematicians created the Leiden Declaration on Artificial Intelligence and Mathematics. The declaration, named for Leiden University in the Netherlands, calls on AI corporations and practitioners to act responsibly to ensure the continued flourishing of mathematics as a discipline.

One of the authors is Karthik Ganapathy, Stefan E. Warschawski Postdoctoral Fellow in UC San Diego's Department of Mathematics. In this 1Q, 1A, he tells us why the Leiden Declaration was necessary.

What are the dangers of unchecked AI use in mathematics?

Mathematics is a remarkably deliberative field; the direction of research is often the result of years of deep thought among subcommunities of mathematicians across generations, a process that remains the hallmark of basic research. While many of us welcome new technology that can help advance human knowledge, the economic and political factors at play are a cause for concern. Specifically, the increased intervention of AI companies poses a direct challenge to the autonomy of the discipline due to a stark imbalance of power between these companies and the mathematical community.

In an era of underfunding for higher education and precarious academic employment, the tech industry has successfully offered intellectually stimulating opportunities that many researchers find attractive. This growing corporate involvement, however, raises the critical risk that research questions may come to be prioritized because of their amenability to automated mathematics rather than their deeper intrinsic value.

This threat is further compounded by strong incentives for the technology industry to overstate the capabilities of their products and prematurely claim breakthroughs through press releases and blog posts, driven by the constant pressure to outpace their competitors.

This asymmetry is precisely why the Leiden Declaration is necessary. By establishing minimal baselines for scientific integrity that have obtained broad agreement among mathematicians, the declaration hopes to insulate the discipline from market forces, ensuring that the scope and depth of mathematical research remain guided by intellectual significance.

Source: https://today.ucsd.edu/story/leiden-declaration.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: UC-San Diego

Straws in the Wind - Part 415

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From Reuters: *The U.S. Department of Education said on Wednesday it launched new probes into five medical schools over their admissions practices, marking the latest attempt by President Donald Trump's administration to crack down on diversity initiatives. The Education Department's office for civil rights launched probes against the Dartmouth College Geisel School of Medicine, East Carolina University Brody School of Medicine, St. Louis University School of Medicine, Western University of Health Sciences, and William Carey University College of Osteopathic Medicine, the department said in a statement.*

The statement said the probes were linked to alleged racial discrimination in admissions but it did not elaborate further, opens new tab or provide evidence for those allegations. It noted Trump's broader crackdown on diversity, equity and inclusion practices. East Carolina University told local media it complied with state and federal law as well as court rulings and that it would respond accordingly to the Education Department. Dartmouth College also said it remained confident in its admissions practices...

Full story at https://www.reuters.com/legal/government/us-education-department-probes-five-medical-schools-over-admissions-practices-2026-07-23/.

Posted by California Policy Issues at 3:20 AM No comments:

Labels: Dartmouth, diversity, East Carolina State U, health care, Saint Louis U, Western U of Health Sciences, William Carey U

Will Harvard Continue to Lead the Charge? - Part 183

From Inside Higher Ed: *Alan Garber's lawyer told him he shouldn't speak at the Economic Club... in the midst of his institution's protracted legal battle with the Trump administration over federal research funding. The Harvard University president did so anyway, spending almost an hour in a friendly interview with David Rubenstein, a Harvard donor and co-founder of the private equity firm the Carlyle Group. Throughout the interview, Garber argued that Harvard's legal battle with the federal government—which has sought to cut off $2.2 billion in research funding over allegations that the university mishandled antisemitism on campus—could have far-reaching consequences not only for Harvard and the higher education sector but also the nation.*

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Though Harvard won the first round in its legal battle last fall when a federal judge determined that the funding freeze was illegal, a Trump administration appeal is still playing out. The Department of Justice also sued Harvard in February, alleging the university was slow-walking responses to an investigation into its admissions processes. (Harvard has denied the claims in the DOJ lawsuit.) ...

Garber added that while research universities and the federal government have long had a strong relationship, the fight threatens to imperil the nation's standing in science and technology, which raises concerns not just for higher education but also for the national interest. He later noted that while universities are pursuing philanthropy, corporate partnerships and cost reductions to mitigate the impact of the funding cuts, ultimately "nobody can replace the federal government."

Rubenstein also asked about the exodus of scientists and other researchers to countries such as China, though Garber noted that is not an issue for Harvard. He said he was more concerned about the declining inflow of talent due to restrictions on international students, including the recently proposed effort to limit the amount of time they can study in the U.S. But even as international enrollments slip across the country, Garber said, the numbers have held strong for Harvard, though the university has seen shifts. Some schools on campus have welcomed fewer international students, he said, while others have seen stronger numbers.

Rubenstein also asked him how Harvard has taken the fight to Capitol Hill through lobbying efforts. To date, Garber said, he's met with an estimated 160 members of Congress. While some have been "hostile," he said he's had more good than bad meetings with lawmakers...

Full story at https://www.insidehighered.com/news/governance/executive-leadership/2026/07/24/harvard-president-discusses-federal-fight.

Posted by California Policy Issues at 3:10 AM No comments:

Labels: diversity, Harvard, politics

Sunday, July 26, 2026

Behind Closed Doors, The Regents Are Discussing You-Know-What

On Tuesday, the Regents will meet behind closed doors to discuss UC's conflict with the feds:

TO THE REGENTS OF THE UNIVERSITY OF CALIFORNIA:

Because the membership of the Advisory Group on Research and Programs Funding Legal Issues ("Advisory Group") includes five members of the Regents' Governance Committee, Compliance and Audit Committee, Finance and Capital Strategies Committee, Health Services Committee, Investments Committee, National Laboratories Committee, and the Public Engagement and Development Committee there exists the potential for having present a quorum of a Regents' Committee when the advisory committee meets.

This notice of meeting is served in order to comply fully with pertinent open meeting laws.

On Tuesday, July 28, 2026, there will be a Closed Session, Special Meeting of the Regents' Governance Committee concurrent with the Advisory Group to discuss Research and Programs Funding Legal Issues (Closed Session Statute Citation: Litigation [Education Code section 92032(b)(5)].)

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Ka Ching!
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Yale deal?

The meeting will convene at 4:00 p.m. at 1111 Franklin Street, Oakland and adjourn at approximately 5:00 p.m.

(Advisory Group members: Regents Anguiano, Chu, Cohen, Hernandez, Makarechian, Matosantos, Milliken, Reilly, Robinson, Sarris, and Sures)

Source: https://regents.universityofcalifornia.edu/regmeet/july26/meeting-notice_federal-july-28-2026.pdf.

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Sometimes, these meetings are scheduled for 30 minutes, sometimes for an hour. This one is scheduled for an hour. Does that mean there is more to discuss? Who knows?

Posted by California Policy Issues at 6:51 AM No comments:

Labels: politics, UC Regents

One Solution for the AI Dilemma

*The **U of Chicago Law School** has a solution to the AI dilemma. Here it is:*

Rethinking Legal Education in the AI Era

Overview

Artificial Intelligence is already impacting higher education and the legal profession, and the pace of change appears only to be accelerating. It is thus critical for us to use this moment to carefully reflect on how legal education should adapt. This memo describes the approach we are taking to legal education in the AI era.

The University of Chicago Law School has long been committed to providing our students with the most rigorous legal education possible. This commitment manifests itself through our faculty's dedication to teaching, our culture of challenging ideas through Socratic questioning and debate, and our grading policies that motivate students to engage with the material and that convey informative assessments of student performance to prospective employers. With AI disrupting higher education, our commitment to rigorous legal education also must mean openness to even rapid adaptation.

A willingness to rethink our practices is consistent with our law school's long history of innovation. We were the first law school to conceive of legal education as a graduate-level program and award the Juris Doctor degree. We also made pioneering contributions to interdisciplinary legal education that incorporates insights from the humanities, social sciences, and other academic disciplines, and to the creation of legal aid clinics that brought students into real-world cases.

We began the process of reflecting on how we should adjust our teaching in response to AI shortly after OpenAI publicly released ChatGPT at the end of 2022. Our law school formed an AI committee in early 2023 and began releasing policies and guidance on the use of AI. Since then, we have added an AI module into our first-year legal research and writing program, introduced several upper-level courses on AI and the law, founded an AI Lab to teach our students how to develop AI tools to help improve access to justice, and negotiated licenses with leading AI companies so that our students, faculty, and staff have access to the resources used by practicing lawyers.

Over the last year, we embarked on a more ambitious effort to reflect on how we should adapt our curriculum and policies in response to AI. This effort included extensive consultation with our community, including alumni, leaders of law firms, business leaders, legal technology executives, and law firm associates, as well as internal stakeholders at the Law School, including our faculty, staff, and students. We also surveyed the emerging academic and professional literature on how AI is changing legal practice and student learning, and how law schools can and should respond. And we have had steadfast support from our University of Chicago leadership, who have championed a skeptical, ethical, and ambitious approach to AI.

The feedback we have received throughout this process has been consistent: We need to ensure that our students actually learn to think critically, strategically, and independently without

You have to read between the lines

Limited Hours and Service

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Grants' Tomb

Will Harvard Continue to Lead the Charge? - Part 175

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► 2009 (12)

Contributors

- California Policy Issues
- Toby Higbie
- UCLA Faculty Association

relying on AI; but we also must face the reality that AI tools are already widely available to our students, and our graduates will be expected to be prepared to use them in legal practice.

Our Strategic Vision

Based on what we learned from our consultations this year and our experience over the past three years, we have developed a strategic vision of how we should adapt legal education to the AI era. That vision has three themes:

1. Developing AI-resilient pedagogy and assessment;

2. Elevating the "essential human" skills that distinguish excellent lawyers; and

3. Teaching the responsible, effective, and ethical use of AI.

First, rather than attempting to ban AI or to ignore its risks to learning, our pedagogy and assessment should be designed to ensure our students learn how to think critically and solve legal problems with sound professional judgment. We thus need to ensure that our students do not rely on AI-provided shortcuts that help them produce easy answers but stunt intellectual growth. This requires rethinking the technology we allow in our classrooms, the tasks we assign our students, and the way we assess our students' performance.

This requires developing AI-resilient pedagogy, by which we mean modes of classroom interaction and performance evaluation that reward students' effortful and sustained engagement with the material, and discourage the offloading of work to AI tools. AI-resilient pedagogy does not mean trying to prevent all student use of AI. We do not want to deter uses of AI that can increase students' effort and engagement, such as asking AI to clarify background concepts while reading before class or asking AI to generate practice problems while studying.

Second, AI may transform the legal profession, but many aspects of legal practice are likely to remain the domain of humans, not merely because humans are good at them, but because clients, employers, judges, and society will want humans to perform them. Among others, these aspects of legal practice are likely to include oral advocacy, strategic judgment, critical thinking, and developing and maintaining relationships with clients and stakeholders. To be sure, there are ways in which AI can assist humans with these tasks. But legal education should renew its focus on training students for the aspects of legal practice for which humans are likely to remain essential.

Third, AI is already a pervasive part of legal practice and will become more so. It is simply unrealistic to think that students and lawyers will not use AI. But legal technology is changing rapidly, and there is no guarantee that the specific AI tools or techniques that are ascendant today will be useful when current students enter practice. Thus, AI skills training requires more than producing students who can use the tools that are currently part of legal practice. Law schools must give students the analytical skills and theoretical toolkit to adapt as technologies change. This is how we will ensure that our students learn how to use AI responsibly, effectively, and ethically.

We believe that these three components of our strategic vision are consistent with the Law School's longstanding commitment to rigorous legal training and with emerging scholarship on the role of AI in education. They are also consistent with the University of Chicago's broader goal of ensuring that we teach our students to think 1vith, without, and about AI.

Putting the Vision into Practice

The Law School is implementing this vision through policies that apply to the major elements of the law school curriculum: required 1L core courses, 1L legal research and writing, elective courses, upper level writing requirements, and clinical education. We outline these policies below.

Required 1L Core Courses. The 1L year is a crucial, formative period for law students. It lays the foundation for the development of critical thinking, legal writing skills, and strategic judgment throughout law school and in professional life. During the 1L year, the value of effortful struggle, even with concepts that are second nature to experienced lawyers, is paramount. Student expertise at judging the quality of AI output is at its nadir. The need for faculty to work together to create a consistent, AI-resilient approach to pedagogy is especially acute in this setting. For this reason, the Law School is adopting rules that set consistent norms for AI-resilient teaching and assessment across all 1L sections in all 1L core courses (Civil Procedure, Torts, Elements of the Law, Contracts, Property, Criminal Law, Constitutional Law, Statutory Interpretation, and Transactional Lawyering).

We will be piloting a coordinated approach to classroom and examination policies for the core 1L curriculum during the 2026-2027 academic year. **Across all 1L sections, we will prohibit**

the use of electronic devices such as laptops, tablets, and phones in the classroom. There will be some limited exceptions to this policy. For instance, professors can designate classroom "scribes" who can use electronic devices to take notes for the class, professors can authorize electronic device use for specific tech-enabled activities (such as interactive in-class polling), and we will ensure that disabilities are accommodated in conformity with applicable law, as appropriate for the program of study.

Additionally, examinations will be in-class without access to the internet, electronic files, or apps. And most of all, we will continue our longstanding tradition of emphasizing the Socratic Method as part of these courses. This coordinated approach reflects our experience, and an emerging scholarly consensus, that active, in-person engagement is conducive to learning. Reliance on devices to take notes or assist with answering questions tends to inhibit reflection and reasoning.

1L Legal Research and Writing. We are taking a different approach to 1L Legal Research and Writing (LRW). Many (if not most) students will spend their 1L summers in professional environments where they will be expected to use AI tools for research and writing tasks. Thus, the LRW curriculum must also include instruction in the responsible, effective, and ethical use of AI. At the same time, even AI skills training must itself be AI-resilient. By the end of their 1L year, our students should have the ability to review, assess, and improve the output of AI tools. Developing these skills requires human interaction as much as it requires AI tools. Hands-on work with AI tools in classroom settings and individualized feedback on writing must be components of instruction on the use of AI in legal research and writing.

We will thus be piloting a new structure to the LRW curriculum during the 2026-2027 academic year. Our approach will treat writing without AI as the foundation and will layer writing with AI onto it. Throughout the year, students will write without AI, while also using AI for research, revision, iterating on drafts, and preparation for oral argument. Students and their instructors will review together both their writing and their use of AI. In this way, students will develop their own writing skills independent of generative AI tools while also developing their ability to supervise AI and critique its output.

Elective Courses. As students progress from their foundational training in required 1L classes to elective courses, the need for coordination across sections abates, and the benefits of heterogeneity increase. Thus, in the upper-level curriculum and the elective courses that 1Ls take in the Spring, the goal of our AI policies shifts to providing guidance and fostering experimentation. For these courses, the use of the Socratic Method, no-device policies, and in-class, no-access exams will remain, but as default rules rather than required policies.[1]

In all elective courses, we will encourage instructors to experiment with pedagogy. Some methods of teaching and evaluation have enhanced value as AI-resilient methods. These include modes of formative assessment such as midterms, group projects, oral presentations, and peer-to-peer feedback. At the same time, AI itself creates opportunities for new forms of teaching and assessment. Our faculty have already begun experimenting with tools such as custom chatbots that serve as study aids, AI-generated practice problems, and the like. None of these particular modes of teaching and evaluation is required, but we will support experimentation with modes such as these.

Finally, as students advance in their legal training, the need for classes that explore responsible, effective, and ethical use of AI grows. To this end, we have already added a number of courses that explicitly focus on the use of AI (and even the creation of AI tools for legal work). These courses are all offered as electives, so that students can select how many AI-focused classes, and which of these classes, they wish to take. We plan to continue to grow our upper-level offerings on AI.

Upper-Level Writing Requirements. Writing is crucial to lawyering. Not only do most lawyers do a considerable amount of writing, but the practice of writing cultivates the practice of deep, sustained, and critical thought. Yet the primary modes of writing in the upper-level curriculum-research papers and reaction papers-are under stress in a world in which AI can produce plausible and substantial academic papers without the kind of human input that paper-writing is intended to involve.

This is a particularly difficult challenge. Some responses, such as requiring writing to take place in supervised, in-class settings, address the need to cultivate practice while ensuring original human effort. Yet such requirements lose an important aspect of the exercise of writing, which is sustained and independent effort across hours, days, and weeks to create a significant piece of work. This is a valuable formative exercise for thinkers and lawyers, and we cannot wholly abandon it in favor of writing methods that are easier to administer in AI-resilient ways.

Thus, we are developing an approach that introduces elements of AI-resilient design while sustaining the project of training students to undertake ambitious and independent writing

projects. The rule based element is a change to our "SRP" (substantial research paper) requirements, which will take effect beginning with this year's class of rising 2Ls. Writing an SRP is a requirement for completion of a JD degree, and the criteria for an SRP already include (roughly) substantial length, independent research, original ideas, incorporation of feedback from faculty, and iteration across drafts. These requirements incorporate elements of serious academic and legal writing. We will be adding one additional requirement, which is that all students will be required to engage in an oral discussion of their SRP with their supervising professor, in an in-person setting. This discussion will occur after a complete draft (or final version) of the paper has been submitted to the professor. The discussion could take place one-on-one, or as a class presentation in the style of an academic workshop. Either way, the oral exchange will involve the student answering questions that probe the reasoning of the paper and the implications of its arguments.

The motivation for this new requirement is twofold. First, this requirement makes the SRP more AI resilient by providing a test of a student's thinking about what they have written in a setting where they cannot lean on technology. It does so without sacrificing any of the unsupervised, independent effort that must be a part of serious, sustained writing.

Second, this requirement imparts valuable skill-building for both legal practice and academic life that is justified on its own merits, without regard to AI. We are training students for a profession where they will be called upon to explain and defend their ideas in person and in real time, whether in the courtroom, during negotiations, when counseling clients, or when working in collaboration with other lawyers. Indeed, one of the hallmarks of intellectual life at the University of Chicago Law School is our robust workshop culture, in which faculty regularly present their own research paper drafts and address questions, suggestions, and criticisms from colleagues. An oral discussion component to the SRP is a way to formalize a piece of that workshop culture for all students.

Experimentation is the other element of our approach to upper-level writing assignments. For all upper-level writing, we encourage faculty to experiment with different modes of structuring writing assignments in AI-resilient ways. Some examples could include:

- In-class student workshops of their papers;
- Writing reaction papers or portions of longer papers in supervised, in-class settings;
- Group presentations or panel discussions by students with related reaction paper topics;
- Students, individually or in groups, leading portions of class discussion relevant to their reaction paper topics; and
- One-on-one discussion of a research paper with the professor outside of class.

Many other possibilities exist, of course, and the point of experimentation is to find the options that best ensure our students learn writing and critical thinking skills.

Clinical Education. The role that clinical education plays in preparing students for practice will be even more important in the AI era. Client needs and expectations will create pressure for graduates to be able to immediately use AI responsibly, effectively, and ethically. As a practical matter, this means that for many graduates, law school clinics are the best opportunity to receive close and careful supervision of their use of AI tools.

Further, clinical work often goes to the heart of what is essentially human about lawyering: advocating to judges, juries, and policy makers; understanding and being present to clients; strategizing about both the doctrinal and the practical aspects of a case; and developing rapport with counterparties and adversaries. These are all skills that our students learn from our clinical faculty. Thus, clinics are a crucial site for learning 1vith, without, and about AI.

To these ends, we have been obtaining access to AI tools for our clinics. These include general-purpose legal AI tools and tools that are specifically designed for transactional work, immigration work, and litigation discovery. We are also in the process of procuring additional tools. Further, the clinics are each developing their own policies, tailored to their practice areas, for appropriate use of AI and to safeguard against AI-created errors in court filings and other work product. As these tools and policies are implemented, the goal is to ensure that all students in clinics are working both with AI and without AI for real clients in real practice settings.

Final Thoughts

Beyond these changes to our curriculum, three additional principles will inform our thinking.

First, we will strive to ensure that our AI policies are transparent, explicit, and explained. To that end, **each instructor must state their AI policy explicitly in the course syllabus and describe the policy in class.** And, as we confront new circumstances that require changes to our policies, we will communicate those clearly to our students.

Second, we will try to stay up to date on new AI tools and the best practices for how to use them. We have already been working with alumni and other employers to understand how legal practice is incorporating AI, and we have been partnering with technology firms to secure access for our students, faculty, and staff to the AI tools that leading firms are using. We have also been having regular conversations among our faculty to share information about the use of AL We are committed to continuing to do what we can to stay current in this time of rapid change.

Finally, we will regularly reconsider these policies with ongoing input from our faculty, students, and alumni. We recognize that no statement of an AI strategy or vision can be final. Technology is changing too fast. Thus, all the changes we are currently making will be subject to review, reconsideration, and revision as we learn more and as both technology and the practice of law evolve.

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[1] We will continue to offer courses that are cross-listed with other units, and students will still be allowed to enroll in courses offered by other units. Depending on the rules of the other units, these courses may have different policies than the electives offered solely within the Law School. \Ve will work with instructors and other units to navigate any conflicts that may arise in the policies of different units.

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Source: https://www.law.uchicago.edu/news/ai-strategy-statement.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: plagiarism, U of Chicago

Straws in the Wind - Part 414

From Inside Higher Ed: *Despite a drop in net tuition prices over the past several years, a new survey shows that the majority of Americans believe four-year colleges aren't committed to affordability. ...Gallup and the Lumina Foundation published the results of a June web survey of 2,043 adults that asked about their views on college value and affordability. Although other recent data shows falling confidence in higher education over the past decade, nearly three-quarters of parents surveyed said they would prefer for their child to pursue some type of postsecondary pathway immediately after high school. And 38 percent of those parents want their kids to attend a four-year university, compared to 19 percent who want their kids to enroll in a community college and 17 percent who want them to enroll in a job-training or certification program. And 53 percent of respondents also said four-year colleges were "excellent" or "good" for advancing new knowledge and finding new discoveries, compared to 46 percent who said the same about community colleges...*

At the same time, survey respondents gave four-year colleges the lowest marks on affordability, with 63 percent saying that those institutions are doing a "poor job" of making college affordable; just 12 percent said they were doing a good or excellent job. And among the 26

percent of parents who didn't want their child to enroll in a four-year college, the most cited reason was that they believe it's too expensive...

Full story at https://www.insidehighered.com/news/students/academics/2026/07/22/survey-majority-americans-say-college-not-affordable.

Posted by California Policy Issues at 3:20 AM No comments:

Labels: tuition

Will Harvard Continue to Lead the Charge? - Part 182

From the Sacramento Bee: *California Attorney General Rob Bonta is backing Harvard University in its legal fight over frozen federal research funding, arguing the Trump administration's actions could ultimately threaten California's public universities and the state's research economy.*

Bonta joined a coalition of 20 other attorneys general in filing an amicus brief Wednesday urging the U.S. Court of Appeals for the First Circuit to uphold a lower court ruling that blocked the Trump administration's freeze of more than $2 billion in federal research funding for Harvard. The coalition argues the case will determine how much control the federal government has over universities through research funding. "We cannot allow the federal government to weaponize grant funding as leverage to force colleges and universities to cave to political demands," Bonta said in a press release. "California stands with Harvard and in support of academic independence, free speech, and the vital research that supports our communities."*

Full story at https://www.sacbee.com/news/politics-government/capitol-alert/article316632141.html.

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*https://oag.ca.gov/system/files/attachments/press-docs/2026722-ca1-multistate-amicus-harvard-v-hhs-et-al.pdf.

Posted by California Policy Issues at 3:10 AM No comments:

Labels: Harvard, politics

Saturday, July 25, 2026

Just stay away from Wilshire

Closure of Eastbound Lanes on Wilshire Bl

Summary

Construction for the Westwood/UCLA Station continues July 25 to 31.

Work includes drilling for the elevator casing at the southeast entrance.

Eastbound Wilshire Bl will be closed between Gayley Av and Westwood Bl.

Schedule

- July 25 to 31
- Saturday and Sunday: 6 am to 3 pm
- Monday to Friday: 9 pm to 6 am

Traffic Control

- All westbound lanes will remain open.
- Eastbound traffic will be diverted to Santa Monica Bl via Sepulveda Bl or Veteran Av and then back to Wilshire Bl via Westwood Bl.

Pedestrian and Business Access

- Sidewalk closures will be in place in the immediate work area; pedestrians should follow posted detour signage.

Noteworthy

- All work has received necessary permits and approvals.
- Access for emergency responders will be maintained at all times.
- Parking restrictions will be enforced in the work zone.
- Construction schedules are subject to change.
- **24/7 Hotline:** 213-922-6934

Source: https://cloud.sfmc.metro.net/Closure_Eastboundlanes.

Posted by California Policy Issues at 8:11 AM No comments:

Labels: traffic, UCLA

Normal

The state Normal School in downtown LA c1898 on the site of what is now the Central Library. The Normal School was later moved to Vermont Avenue and Normal Street, now the site of LA City College, and became UCLA in 1919.

View today vs then:

Source: https://waterandpower.org/museum/Early_City_Views%20(1900%20-%201925)_2_of_8.html#State_Normal_School.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: miscellaneous, UCLA

Straws in the Wind - Part 413

From the Daily Northwestern: *[Thirteen] years after its introduction, Northwestern is ending its partnership with the program. The Posse Foundation is a national nonprofit organization that partners with colleges across the country to provide full-tuition scholarships to students from diverse backgrounds who exhibit leadership in their communities. Posse's mission is to diversify the pool from which top universities recruit young leaders, build welcoming environments at these institutions for students of all backgrounds and ensure that the selected scholars graduate, according to the organization's website.*

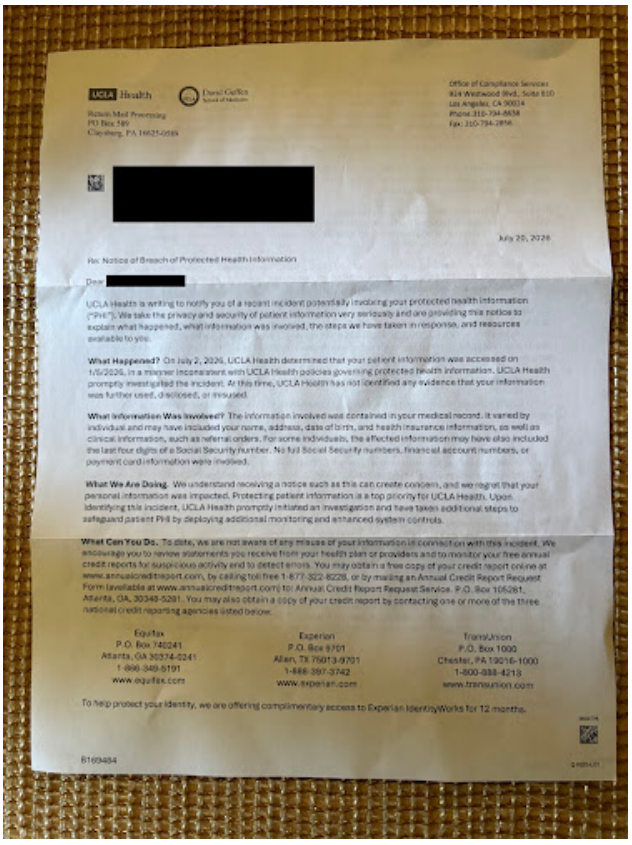
For over a decade, NU has partnered with the organization's Los Angeles site to select 10 Posse Scholars from the greater L.A. area each year to receive full-tuition scholarships. The students become part of a "posse," a cohort of 10 students paired with a faculty advisor. At NU, the group meets once a week to discuss a variety of topics, including adjusting to college life... Ten classes of Posse Scholars have now graduated from NU, and many alumni told The Daily it changed their lives for the better. But when students and faculty were notified that the University was ending the program, it came as a shock...

Full story at https://dailynorthwestern.com/2026/07/20/top-stories/that-community-is-going-to-be-gone-students-faculty-react-as-nu-ends-posse-scholars-program/.

Posted by California Policy Issues at 3:20 AM No comments:

Labels: diversity, Northwestern U

Breach



UCLA Health

David Geffen School of Medicine

Office of Compliance Services
924 Westwood Blvd., Suite 810
Los Angeles, CA 90024
Phone 310-794-8638
Fax: 310-794-2896

Retrieval Mail Processing
PO Box 589
Claysburg, PA 16625-0589

[redacted]

July 20, 2026

Re: Notice of Breach of Protected Health Information

Dear [redacted]

UCLA Health is writing to notify you of a recent incident potentially involving your protected health information ("PHI"). We take the privacy and security of patient information very seriously and are providing this notice to explain what happened, what information was involved, the steps we have taken in response, and resources available to you.

What Happened? On July 2, 2026, UCLA Health determined that your patient information was accessed on 1/5/2026, in a manner inconsistent with UCLA Health policies governing protected health information. UCLA Health promptly investigated the incident. At this time, UCLA Health has not identified any evidence that your information was further used, disclosed, or misused.

What Information Was Involved? The information involved was contained in your medical record. It varied by individual and may have included your name, address, date of birth, and health insurance information, as well as clinical information, such as referral orders. For some individuals, the affected information may have also included the last four digits of a Social Security number. No full Social Security numbers, financial account numbers, or payment card information were involved.

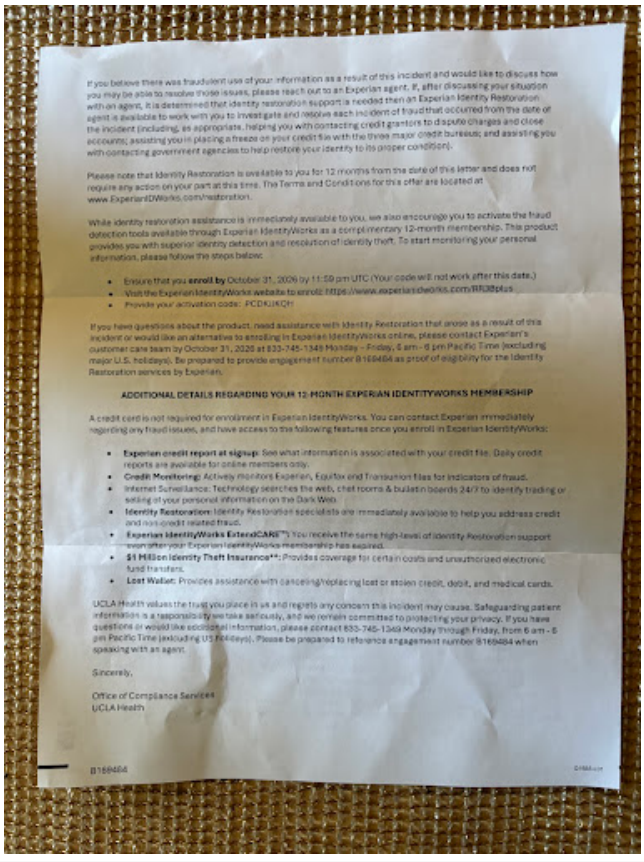
What We Are Doing. We understand receiving a notice such as this can create concern, and we regret that your personal information was impacted. Protecting patient information is a top priority for UCLA Health. Upon identifying this incident, UCLA Health promptly initiated an investigation and have taken additional steps to safeguard patient PHI by deploying additional monitoring and enhanced system controls.

What Can You Do. To date, we are not aware of any misuse of your information in connection with this incident. We encourage you to review statements you receive from your health plan or providers and to monitor your free annual credit reports for suspicious activity and to detect errors. You may obtain a free copy of your credit report online at www.annualcreditreport.com, by calling toll free 1-877-322-8228, or by mailing an Annual Credit Report Request Form (available at www.annualcreditreport.com) to: Annual Credit Report Request Service, P.O. Box 105281, Atlanta, GA, 30348-5281. You may also obtain a copy of your credit report by contacting one or more of the three national credit reporting agencies listed below:

Equifax	Experian	TransUnion
P.O. Box 740241	P.O. Box 9701	P.O. Box 1000
Atlanta, GA 30374-0241	Allen, TX 75013-9701	Chester, PA 19016-1000
1-866-349-5191	1-888-397-3742	1-800-888-4213
www.equifax.com	www.experian.com	www.transunion.com

To help protect your identity, we are offering complimentary access to Experian IdentityWorks for 12 months.

B169484



If you believe there was fraudulent use of your information as a result of this incident and would like to discuss how you may be able to resolve those issues, please reach out to an Experian agent. If, after discussing your situation with an agent, it is determined that identity restoration support is needed then an Experian Identity Restoration agent is available to work with you to investigate and resolve each incident of fraud that occurred from the date of the incident (including, as appropriate, helping you with contacting credit grantors to dispute charges and close accounts; assisting you in placing a freeze on your credit file with the three major credit bureaus; and assisting you with contacting government agencies to help restore your identity to its proper condition).

Please note that Identity Restoration is available to you for 12 months from the date of this letter and does not require any action on your part at this time. The Terms and Conditions for this offer are located at www.ExperianIDWorks.com/restoration.

While identity restoration assistance is immediately available to you, we also encourage you to activate the fraud detection tools available through Experian IdentityWorks as a complimentary 12-month membership. This product provides you with superior identity detection and resolution of identity theft. To start monitoring your personal information, please follow the steps below:

- Ensure that you **enroll by** October 31, 2026 by 11:59 pm UTC (Your code will not work after this date.)
- Visit the Experian IdentityWorks website to enroll: https://www.experianidworks.com/RR3bplus
- Provide your activation code: PCDKJUKQH

If you have questions about the product, need assistance with Identity Restoration that arose as a result of this incident or would like an alternative to enrolling in Experian IdentityWorks online, please contact Experian's customer care team by October 31, 2026 at 833-745-1349 Monday - Friday, 6 am - 6 pm Pacific Time (excluding major U.S. holidays). Be prepared to provide engagement number B169484 as proof of eligibility for the Identity Restoration services by Experian.

ADDITIONAL DETAILS REGARDING YOUR 12-MONTH EXPERIAN IDENTITYWORKS MEMBERSHIP

A credit card is not required for enrollment in Experian IdentityWorks. You can contact Experian immediately regarding any fraud issues, and have access to the following features once you enroll in Experian IdentityWorks:

- **Experian credit report at signup:** See what information is associated with your credit file. Daily credit reports are available for online members only.
- **Credit Monitoring:** Actively monitors Experian, Equifax and Transunion files for indicators of fraud.
- **Internet Surveillance:** Technology searches the web, chat rooms & bulletin boards 24/7 to identify trading or selling of your personal information on the Dark Web.
- **Identity Restoration:** Identity Restoration specialists are immediately available to help you address credit and non-credit related fraud.
- **Experian IdentityWorks ExtendCARE™:** You receive the same high-level of Identity Restoration support even after your Experian IdentityWorks membership has expired.
- **$1 Million Identity Theft Insurance**:** Provides coverage for certain costs and unauthorized electronic fund transfers.
- **Lost Wallet:** Provides assistance with canceling/replacing lost or stolen credit, debit, and medical cards.

UCLA Health values the trust you place in us and regrets any concern this incident may cause. Safeguarding patient information is a responsibility we take seriously, and we remain committed to protecting your privacy. If you have questions or would like additional information, please contact 833-745-1349 Monday through Friday, from 6 am - 6 pm Pacific Time (excluding US holidays). Please be prepared to reference engagement number B169484 when speaking with an agent.

Sincerely,

Office of Compliance Services
UCLA Health

B169484

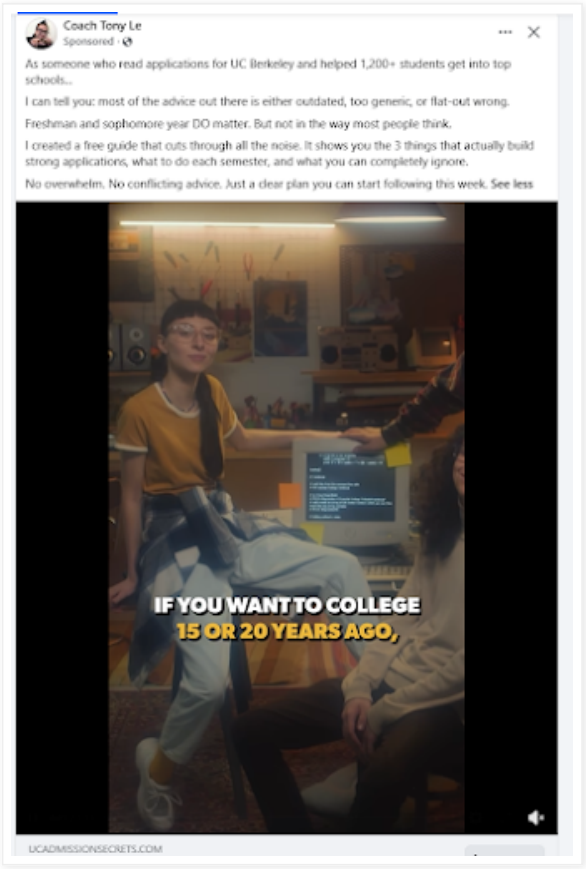
This data breach appears to be confined the UCLA Health, unless it wasn't.

Posted by California Policy Issues at 3:10 AM No comments:

Labels: email fraud, health care, UCLA

Friday, July 24, 2026

What the expert forgot to do


Coach Tony Le
Sponsored
As someone who read applications for UC Berkeley and helped 1,200+ students get into top schools...
I can tell you: most of the advice out there is either outdated, too generic, or flat-out wrong.
Freshman and sophomore year DO matter. But not in the way most people think.
I created a free guide that cuts through all the noise. It shows you the 3 things that actually build strong applications, what to do each semester, and what you can completely ignore.
No overwhelm. No conflicting advice. Just a clear plan you can start following this week. See less
IF YOU WANT TO COLLEGE
15 OR 20 YEARS AGO,
UCADMISSIONSECRETS.COM

We have noted the proliferation of Facebook ads from supposed experts on how to get into high-profile colleges. Yours truly also has a suggestion. Before submitting your college application essay, check for typos. Apparently, the ostensible UC-Berkeley expert advertising above doesn't bother to check.

Source: https://fb.watch/IpYZOd8mSz/.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: admissions, UC-Berkeley

Straws in the Wind - Part 412

From Inside Higher Ed: *The U.S. Department of Justice sued the state of Maryland... over its law allowing certain undocumented students to pay in-state tuition rates. Maryland is the 13th state the DOJ has targeted for such policies. "This Department of Justice is committed to*

fulfilling President Trump's promise that illegal aliens will not obtain taxpayer benefits or preferential treatment over our own citizens," Associate Attorney General Stanley Woodward said in a DOJ news release.

Undocumented students in Maryland can qualify for in-state tuition if they meet certain criteria, including attending and graduating from a Maryland high school, enrolling in college within six years of high school graduation, and providing proof they or their legal guardians filed state taxes for two years while the student attended high school. They also need to sign an affidavit promising to apply for permanent residency within a month of becoming eligible...

Full story at https://www.insidehighered.com/news/quick-takes/2026/07/17/doj-sues-maryland-over-state-tuition-noncitizens.

Posted by California Policy Issues at 3:20 AM No comments:

Labels: diversity, politics, U of Maryland

New Regent

Governor Newsom announces appointments 7.22.2026 [Excerpt]

...Scott Galloway, of Gulf Stream, Florida, has been appointed to the University of California Board of Regents. Galloway founded Section in 2019 and has served on the faculty of NYU Stern School of Business since 2002. Galloway was the Founder and Chairman at L2 from 2010 to 2019. He was the Founder of Red Envelope, where he held multiple positions from 1997 to 2008, including Chairman and Director. Galloway was the Founder of Prophet Brand Strategy, where he held several positions from 1992 to 2002, including Chairman and CEO. He served as a Member of the Board of Directors for the New York Times Co., a Board Member of Urban Outfitters, a Board Member of Panera Bread, and a Board Member of Berkeley Haas. He earned a Master of Business Administration degree from University of California, Berkeley and a Bachelor of Arts degree in Economics from University of California, Los Angeles. This position requires Senate confirmation, and there is no compensation. Galloway is a Democrat...

Source: https://www.gov.ca.gov/2026/07/22/governor-newsom-announces-appointments-7-22-2026/.

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From Politico: ...*Galloway, a Democrat, has written prominently about issues of loneliness and isolation facing young men, which Newsom, a likely presidential contender, has sounded the alarm about. The governor last year signed an executive order aimed at addressing a rise in suicide rates and disconnection among young men and boys in the state. A professor of marketing at NYU, Galloway has founded several companies in the consulting and digital research fields, and served on the board of directors for Urban Outfitters, Panera Bread and The New York Times.*

Galloway has been somewhat critical of higher education, arguing on a Chronicle of Higher Education podcast in March that some elite universities are making a "concerted effort to sequester supply" by hiking tuition and artificially keeping enrollment low, suggesting that such schools should lose their tax-exempt status. But he praised the UC as one of the systems "doing God's work" to expand access by expanding first-year class sizes and summer and night classes.

Galloway, who lives in Florida, received his bachelor's degree in economics from UCLA and an MBA from UC Berkeley. He has given to both schools — $12 million for students pursuing non-traditional pathways and $4.4 million to UC Berkeley for a fellowship for students from immigrant families.

Full story at https://www.politico.com/news/2026/07/22/newsom-appoints-podcaster-scott-galloway-uc-board-regents-01008165.

From Wikipedia: *Galloway was born in San Diego and grew up in Los Angeles, California. His father was a Scottish immigrant to the United States who worked as a sales executive. His mother, a Jewish immigrant from London, England, worked as a secretary... Galloway teaches brand management and digital marketing to second-year MBA students. Much of his research concerns big tech, including Alphabet, Amazon, Meta, and Apple, which he refers to as "The Four" or "the Four Horsemen". His first book, The Four: The Hidden DNA of Amazon, Apple, Facebook, and Google, was released in 2017 and analyzes the big four's peculiar strengths and strategies, novel aspects of their economic models, tactics of expansion, as well as resulting social and individual consequences.*

In September 2018, Recode and the Vox Media launched Pivot, a weekly news commentary podcast co-hosted by Kara Swisher and Galloway. In February 2020, Galloway launched The Prof G Show, a weekly podcast answering listener questions on business, money, and technology. On September 28, 2021, CNN announced that Galloway would be a host on its CNN+ streaming platform, but the platform went off the air shortly after launching.

In 2022, Galloway's weekly newsletter No Mercy/No Malice won the Webby Award and Webby's People's Voice Award for best business, news and technology websites and mobile sites...

Full story at https://en.wikipedia.org/wiki/Scott_Galloway_(professor).

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Galloway interviewed in The Free Press: ...*I think Trump is president because of failing young men. If you look at the three groups that pivoted hardest from blue to red, 2020 to 2024, you start with Latinos and people under the age of 30. And the reality is, for the first time in our nation's history, a 30-year-old isn't doing as well as his or her parents were at 30. They're 24 percent less wealthy than people under the age of 40 were 40 years ago. Meanwhile, my generation is 72 percent wealthier than we were 40 years ago. The majority of our economic policies are nothing but an elegant transfer of wealth from the young to the old. So they're fed up, and all they know is they're not doing well, so they just want change.*

And then the third group, and the most interesting one, that pivoted hardest from blue to red, was 45- to 64-year-old women. And my thesis is that they're mothers. A lot of women in the United States will vote for whoever they perceive is best for their husbands and their sons. And when your son is in the basement playing video games and vaping, you don't give a shit about the territorial sovereignty of Ukraine. You just want change.

Struggling young men are always the fire that moves. People will come along, tell them their economic problems are the fault of immigrants, or that women's ascent is responsible for their descent. Radical jihad has always leveraged failing young men, right? Fight for us and die, there's 12 virgins waiting for you. ISIS took sex slaves and gave them to their soldiers as part of their military strategy.

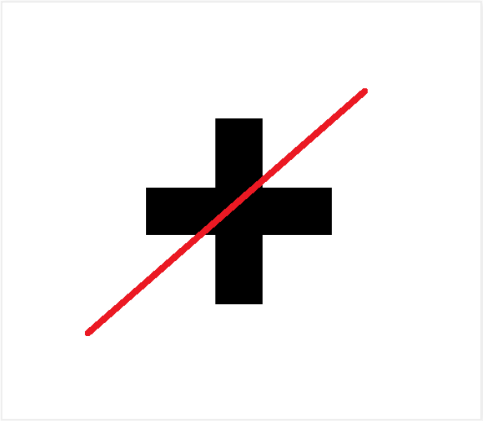
The natural state of being is an unchecked economic system where you don't redistribute capital. A small number of men are really talented, really fortunate, inherit wealth, and they get to engage in Porsche polygamy and have a disproportionate number of mating partners. And the bottom 90 percent of men have fewer and fewer. That rage or dissatisfaction can be channeled into unproductive means.

The greatest innovation in history wasn't the iPhone or vaccines; it was the American middle class, and it wasn't an accident. Seven million men returned from war in uniform. They were fit. We put a bunch of money in their pockets to make them economically viable, which made them more attractive to women. This led to huge household formation, a baby boom, productive, loving households. Then they brought non-whites and women into this prosperity through great social progress, great legislation. We decided to transfer opportunity and money back from the most fortunate into the American middle class, but that is not the natural state of being.

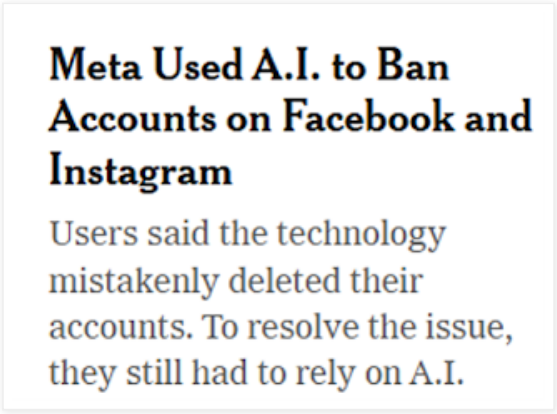
If you don't figure out policies that create forward-leaning investments in technology and education and give young people a fighting chance, you're just going to have an unstable society. You're going to return to the natural order of a small number of people having all of the opportunities, which just creates instability. In some ways, I think we're returning to what has typically been the natural order of economies for the last several thousand years...

Full interview at https://www.thefp.com/p/scott-galloway-on-the-mating-crisis.

The Dangers of AI Decision Making



Our blog posts are routinely posted on a Facebook page. And according to the NY Times, Facebook (Meta) has moved from humans making decisions about whether posts violate its standards to AI. The results are predictable: False positives.



Meta Used A.I. to Ban Accounts on Facebook and Instagram

Users said the technology mistakenly deleted their accounts. To resolve the issue, they still had to rely on A.I.

Source: https://www.nytimes.com/2026/07/21/technology/meta-ai-facebook-instagram-accounts.html.

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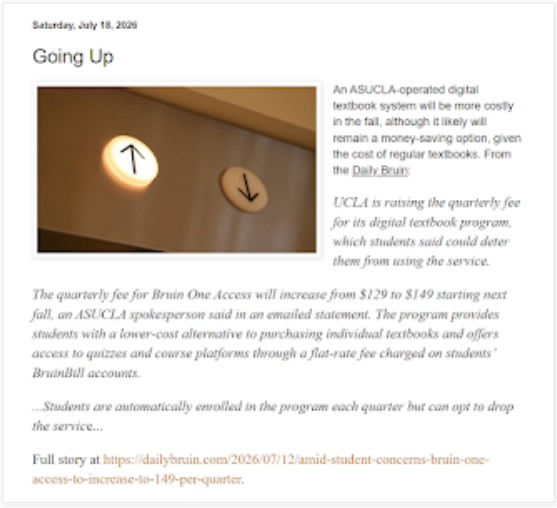
Our post:



Saturday, July 18, 2026

Going Up

An ASUCLA-operated digital textbook system will be more costly in the fall, although it likely will remain a money-saving option, given the cost of regular textbooks. From the Daily Bruin:

UCLA is raising the quarterly fee for its digital textbook program, which students said could deter them from using the service.

The quarterly fee for Bruin One Access will increase from $129 to $149 starting next fall, an ASUCLA spokesperson said in an emailed statement. The program provides students with a lower-cost alternative to purchasing individual textbooks and offers access to quizzes and course platforms through a flat-rate fee charged on students' BruinBill accounts.

...Students are automatically enrolled in the program each quarter but can opt to drop the service...

Full story at https://dailybruin.com/2026/07/12/amid-student-concerns-bruin-one-access-to-increase-to-149-per-quarter.

Source: https://uclafacultyassociation.blogspot.com/2026/07/going-up.html.

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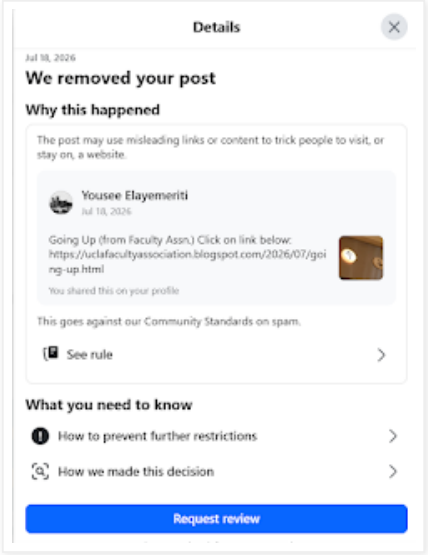
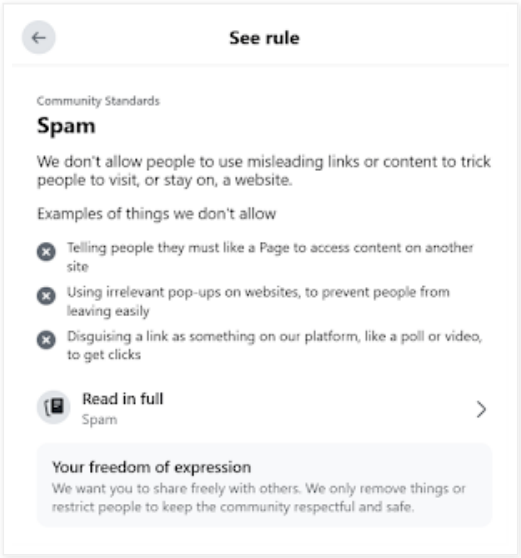
Their response:


Details
Jul 18, 2026
We removed your post
Why this happened
The post may use misleading links or content to trick people to visit, or stay on, a website.
Yousee Elayemeriti
Jul 18, 2026
Going Up (from Faculty Assn.) Click on link below: https://uclafacultyassociation.blogspot.com/2026/07/going-up.html
You shared this on your profile
This goes against our Community Standards on spam.
See rule
What you need to know
How to prevent further restrictions
How we made this decision
Request review


See rule
Community Standards
Spam
We don't allow people to use misleading links or content to trick people to visit, or stay on, a website.
Examples of things we don't allow
Telling people they must like a Page to access content on another site
Using irrelevant pop-ups on websites, to prevent people from leaving easily
Disguising a link as something on our platform, like a poll or video, to get clicks
Read in full
Spam
Your freedom of expression
We want you to share freely with others. We only remove things or restrict people to keep the community respectful and safe.

===
"Read in full" links to:

Spam https://transparency.meta.com/policies/community-standards/spam/

Policy Rationale

We do not allow content that is designed to deceive, mislead, or overwhelm users in order to artificially increase viewership. This content detracts from people's ability to engage authentically on our platforms and can threaten the security, stability and usability of our services. We also seek to prevent abusive tactics, such as spreading deceptive links to draw unsuspecting users in through misleading functionality or code, or impersonating a trusted domain.
Online spam is a lucrative industry. Our policies and detection must constantly evolve to keep up with emerging spam trends and tactics. In taking action to combat spam, we seek to balance raising the costs for its producers and distributors on our platforms, with protecting the vibrant, authentic activity of our community.

We do not allow:

Posting, sharing, engaging with content or creating accounts, Groups, Pages, Events or other assets, either manually or automatically, at very high frequencies.
We may place restrictions on accounts that are acting at lower frequencies when other indicators of Spam (e.g., posting repetitive content) or signals of inauthenticity are present.

- Attempting to or successfully selling, buying, or exchanging platform assets, such as accounts, groups, pages, etc.
- Attempting to or successfully selling, buying, or exchanging site privileges, such as admin or moderator roles, or permission to post in specific spaces.

- Attempting to or successfully selling, buying, or exchanging content for something of monetary value, except clearly identified Branded Content, as defined by our Branded Content Policy.
- Attempting to or successfully selling, buying, or exchanging for engagement, such as likes, shares, views, follows, clicks, use of specific hashtags, etc. This includes:
- Offering giveaways (i.e., offering others a chance to win) of cash or cash equivalents in exchange for engagement. (e.g., “Anyone that likes my page will be entered to win $500”)
- Offering to provide anything of monetary value in exchange for engagement. (e.g., “If you like my page, I will give you an iPhone!”)
- Requiring or claiming that users are required to engage with content (e.g., liking, sharing) before they are able to view or interact with promised content.
- Sharing deceptive or misleading URLs, domains, or applications including:
- Cloaking: Cloaking is any attempt to circumvent our content policies by intentionally presenting different off-platform content, such as URLs or applications, to our integrity systems versus what is shown to users.
- Misleading Links: Content containing a link that promises one type of content but delivers something substantially different.This can include content in a promised app or software.
- Deceptive redirect behavior: Websites that require an action (e.g. captcha, watch ad, click here) in order to view the expected landing page content and the domain name of the URL changes after the required action is complete, or automatically redirects users to a substantially different domain without any user action.
- Like/share-gating: Requiring users to engage (in the form of likes, shares, follows, or any other public-facing form of engagement) to gain access to specific, exclusive content.
- Deceptive platform functionality - Mimicking the features or functionality of our services, such as mimicking fundraising, in-line polls, play buttons, or the Like button where that functionality does not exist or does not function as expected, in order to get a user to follow a link.
- Deceptive landing page functionality: Websites that have a misleading user interface, which results in accidental traffic being generated (e.g. pop-ups/unders, clickjacking, etc.).This includes tactics like trapping, where irrelevant pop-ups appear when a person attempts to leave the landing page.
- Landing page or domain impersonation - An off-platform landing page, URL, or external website or domain that pretends to be a reputable brand or service by using a name, domain or content that features typos, misspellings or other means to impersonate well-known websites, domains or brands using a landing page similar to another, trusted site.
- Other deceptive uses of URLs or links that are substantially similar to the above.
- Notwithstanding the above, we do not prohibit:
- Cross promotion that is not triggered by payment to a third party
- Transferring admin or moderation responsibilities for a page or group to another user based on their interest in the page or group, rather than an exchange of value.
- Posting or sharing clearly identified Branded Content.

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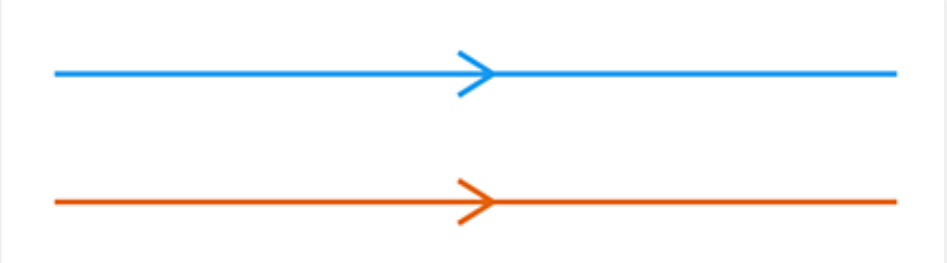
Yours truly did file an appeal. We will see...

Parallel Blogs



We have been putting out this blog since 2009 under the heading "UCLA Faculty Association" using the link:

https://uclafacultyassociation.blogspot.com/

The blog site was originally created by the then-executive director of the Faculty Association. As such, yours truly does not have control of the site; he is simply a blogger on it. So when technical issues arise, that can be a problem. Given that issue, we have been experimenting with a parallel site with the same blog entries since July 23rd:

https://danmitchellsblogcontinues.blogspot.com/

We will be running the two in parallel for the indefinite future. Possibly, at some point we will switch to the new link.

If you read the blog using the Facebook page of Yousee Elayemeriti, you can continue to do so.

Posted by California Policy Issues at 3:01 AM No comments:

Labels: miscellaneous

Thursday, July 23, 2026

Dueling Memos at Davis

Technically jousting memos rather than dueling, but, hey, horses are involved.
Or, since it's horses, should I have said "hay"?

The ongoing battle over the discontinuation of the **UC-Davis equestrian program** continues with dueling memos concerning on audit:

Memo 1:

A Statement from Rocko DeLuca, Director of Athletics

7-13-2026

Today, UC Davis released the findings of an independent audit examining the evaluation and transition of our equestrian program. I fully supported the university pursuing this review, and I want to share directly what it means and what it doesn't, from my perspective as the Director of Athletics.

Six months ago, the university's decision to discontinue varsity status of our NCAA Division I equestrian program disappointed many student-athletes, alumni, parents, and supporters. That disappointment was real and understandable. As with any complex and multi-faceted decision, it is also understandable that some people disagreed with the decision itself.

What followed, though, went well beyond disagreement. I, along with members of our Athletics leadership team and other university officials, have been repeatedly and very publicly harassed, accused of dishonesty, of manipulating financial information, and of taking this difficult action in bad faith or devoid of sympathy. My integrity, and the integrity of colleagues who have given years of service to this institution, have been called into question. My own family has been threatened and harassed, through acts that go far beyond expressing professional disagreement.

The independent audit found no evidence of misconduct, misrepresentation, or premeditated motives in how the decision was made, and it concluded that the allegations of intentional falsification were unsubstantiated. It did identify opportunities for us to strengthen financial reporting documentation, improve oversight of ancillary fundraising activities, and more carefully review consultants' scope in future engagements. I fully support those recommendations. Continuous improvement is part of the job.

What matters most to me in the audit's findings is this: the decision was made through established university processes, based on a full review of budget-reduction options presented to campus leadership. After that comprehensive review, and taking into account all impacts, discontinuing the varsity status of equestrian was determined to be the option that best met our required $1M budget reduction target. The audit confirms that the decision was reached honestly, through the right process and was the result of a collaborative process with and the backing of university leadership.

The last six months have taken an enormous toll on so many devoted UC Davis employees, current student-athletes and coaches, on me and on my family. I understand that public leadership brings scrutiny, criticism, and difficult questions. I have never objected to good-faith disagreement; it is part of the responsibility of serving a public institution, and it can make it better.

But some actions went far beyond disagreement. Personal threats, intimidation, repeated visits to my home, and efforts to involve family members in a university decision crossed a line that should matter to everyone in our community.

In addition, images from my personal social media — showing my daughter with UC Davis cheerleaders at home games — were used to suggest that I elevated our STUNT program for her benefit or for her potential future involvement at UC Davis.

That allegation is entirely false.

My daughter has been a patient at Shriners Children's for much of her life, and her condition has never allowed her to participate in sports — let alone something as physically demanding as cheerleading. There is never a reason to bring families into professional matters, and those who weaponized a false assumption to repeatedly use online, on campus, and in public meetings should be ashamed.

As we move forward, I hope this experience reminds us that accountability and compassion are not competing values. We can ask hard questions, advocate passionately, and disagree strongly while still treating one another with dignity. That is the standard UC Davis Athletics will continue to uphold.

The independent review has now reiterated the original facts. My hope is that this clarity allows our community to move forward based on facts, respect, and a shared commitment to UC Davis.

I am grateful to the Athletics staff, campus colleagues, coaches, student-athletes, alumni, and friends who continued to lead, support one another, and represent this university with professionalism throughout these past several months.

I believe deeply in the future of Aggie Athletics. While the last six months have been difficult, they will not define us. What will define us is the standard we continue to uphold – accountability, transparency, resilience, and confidence in UC Davis Athletics.

Source: https://ucdavisaggies.com/news/2026/7/13/a-statement-from-rocko-deluca-director-of-athletics.aspx.

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Memo 2:

Vindication or Validation?

The Long-Awaited Audit Raises More Questions Than Answers

(Sacramento, CA) — Nearly two weeks after UC Davis' promised deadline, the university released its audit regarding the elimination of the Division I Women's Equestrian program.

While the report's release is appreciated, it is important to understand what it does — and does not — address.

Far from providing the unequivocal vindication described in Director DeLuca's accompanying statement, the audit identifies clear deficiencies with the Athletic Department's financial

reporting, fundraising oversight, and consultant review processes — the very systems relied upon to justify eliminating the program. The audit and corresponding statements also leave many of the questions most important to stakeholders unanswered.

First, this was a compliance audit, not the independent forensic investigation that student athletes, families, donors, alumni, and legislators have requested since they were blindsided by the university's January 9 decision. The compliance audit's scope is significantly narrower than expected.

The audit did not examine Title IX concerns, false and misleading recruiting practices, or the assumptions underlying projected STUNT costs. It reviewed only two external communications despite months of internal e-mails and public statements alluding to predetermination regarding the program's elimination. Even its review of fundraising was limited, with auditors expressly acknowledging that a comprehensive assessment fell outside the scope of their work and would need to be addressed in a future audit.

The audit also identified several significant process failures within UC Davis Athletics, including inadequate documentation supporting NCAA financial reporting, insufficient oversight of fundraising activities, and consultant analyses that relied upon financial information not intended for internal budgeting decisions. The report recommends improved documentation, stronger validation procedures, clearer oversight, and more rigorous review of consultant assumptions and methodologies before they are relied upon in decision-making.

These are not minor administrative recommendations. They are acknowledgements that financial and oversight processes relied upon during one of the most consequential athletic decisions in recent university history were insufficient and require corrective action.

Perhaps most notably, the audit acknowledges that Collegiate Consulting relied on NCAA financial data intended for external reporting rather than internal budgeting decisions. The audit concludes that the consultant's assumptions and methodology should have been validated against the university's own accounting records before being used to support a major strategic decision. This is significant because Collegiate Consulting's analysis portrayed equestrian as costing substantially more than comparable calculations now suggest, yet that analysis was repeatedly cited to justify eliminating the team. Questions about the consultant's analysis have been at the center of stakeholders' calls for a broader independent review. In April, stakeholders of the team released the initial findings of an independent review conducted by OSKR, an economic and accounting firm, which challenged the financial assumptions used to justify the program's elimination.

If that report served as independent support for eliminating a Division I program, stakeholders deserve to know why its assumptions and underlying financial inputs were never validated before the decision was made.

The university now recommends new procedures to ensure consultant assumptions, methods, and financial inputs are carefully reviewed before being relied upon in the future. This is particularly significant because Collegiate Consulting's analysis portrayed equestrian as costing roughly twice as much as comparable calculations now suggest. The university has effectively acknowledged that the consultant's report relied on inaccurate financial inputs, yet that same report was repeatedly cited in support of eliminating the team. Moreover, the financial figures used by the consultant were also reflected in Athletics' own analyses and public representations regarding program cost and the same budgets and financial data that Collegiate Consulting relied upon in their report justifying the program's elimination.

The report further asks stakeholders to accept its conclusions without releasing the detailed financial analyses, calculations, schedules, and supporting documentation necessary for independent review. In effect, the university is again asking the public to trust an opaque process that the audit itself says lacked sufficient documentation, review, and oversight.

Transparency requires more than assurances — it requires factual information.

Finally, the audit does not address one of the central concerns raised throughout this process: not simply whether certain budget figures could be reconciled, but how those figures were presented to jus fy elimina ng the program. It does not evaluate repeated public claims that equestrian was among the university's most expensive sports or had the highest cost per student-athlete, nor does it examine whether those comparisons accurately reflected the underlying financial data and provided appropriate context. Those concerns are even more significant now that the university has acknowledged errors in the financial information relied upon by its consultant and reflected in NCAA reporting data. Those claims played a major role in shaping public opinion and decision, yet they remain largely unfounded and unexamined.

The university has consistently maintained that this was a financial decision. Yet, supporters offered to explore funding solutions, including an endowment or bridge funding that could sustain the program for two to four years and provide current student-athletes and recruits an opportunity to complete their collegiate careers or transition in an orderly manner. Despite those efforts, the university declined to pursue those discussions.

Ultimately, the audit answers far less than the university suggests. While it identifies problems and deficiencies in financial reporting, fundraising oversight, and consultant review processes, including the use of inaccurate financial information in analyses that helped support the program's elimination, it leaves many of the questions that prompted calls for independent scrutiny unresolved. Rather than putting this matter to rest, the report reinforces why an independent external investigation remains necessary. The university must also release the financial analyses, calculations, and supporting documentation used to justify this decision; not another statement and message that took weeks to create by a PR department.

The university may consider this matter resolved. For those still seeking the evidence behind the decision, it remains anything but.

Source: UCD-EQ_Audit-response-statement.pdf.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: athletics, UC-Davis

Straws in the Wind - Part 411

From Inside Higher Ed: *The U.S. Department of Homeland Security... scrapped a long-standing policy that allowed international students to stay in the U.S. until they finish their program of study. The new rule will limit their stay in the country to just four years unless they receive an extension, as well as restrict students' ability to change majors and institutions once they've arrived. International education leaders and experts have argued that four years is not enough time for a significant number of students to complete their degrees; almost all Ph.D. programs are longer than four years, while the average undergraduate takes more than four years to complete their bachelor's degree. Additionally, students pursuing optional practical training, the work authorization for F-1 students following their graduation, typically stay in the U.S. more than four years.*

But the government has argued that the old policy known as duration of status allowed students to stay in the U.S. indefinitely without having to interact with immigration officials, leading to overstays and national security concerns. According to DHS, 2,100 international students who entered the country on an F-1 visa between 2000 and 2010 are still in the country with F-1 status. DHS officials did recognize in the final rule that students could take longer than four years to complete their programs of study, but they argued the change is "intended as a law enforcement and screening tool to assess whether a student is maintaining normal academic progress and eligibility for F-1 status." ...

Full story at https://www.insidehighered.com/news/government/2026/07/16/trump-administration-finalizes-limits-student-visas.

Posted by California Policy Issues at 3:10 AM No comments:

Labels: diversity, politics

Will Harvard Continue to Lead the Charge? - Part 181

From the Harvard Crimson: *Harvard has ended its decadeslong relationship with O'Neill Athy and Casey, a boutique Washington, D.C. lobbying firm that had represented the University since at least 1999, according to a disclosure filed Monday... The split ends one of Harvard's longest-running outside lobbying relationships even as the University has dramatically expanded its broader influence operation in Washington.*

Harvard began searching for an additional outside lobbying firm following former University president Claudine Gay's disastrous December 2023 congressional testimony on campus antisemitism. Her widely criticized appearance fueled attacks against Harvard and underscored the University's limited relationship within the Republican Party. Days before U.S. President Donald Trump's inauguration in January 2025, Harvard hired Ballard Partners, a firm with deep ties to Trump's inner circle...

Harvard spent nearly $1 million on federal lobbying in 2025, its highest annual total in more than two decades. Harvard also saw its legal fees skyrocket in fiscal year 2025, reporting $126.6 million in legal fees in a tax filing posted in May. The number marked a 58 percent increase from the previous year, when the University spent roughly $80 million. Before fiscal year 2024, Harvard's legal expenses had hovered around $20 million... The rising costs of Harvard's federal advocacy come during a period of broader strain. The University reported a deficit of $113 million in fiscal year 2025, its first since the pandemic.

Full story at https://www.thecrimson.com/article/2026/7/21/harvard-ends-oneill-athy-casey-retainer/.

Posted by California Policy Issues at 3:05 AM No comments:

Labels: Harvard, politics

Wednesday, July 22, 2026

Noon Today

Benefits Services invites you to join our upcoming **Benefits Spotlight** session, where we'll highlight valuable benefits information and answer your questions.

This Month's Topic: Retirement Benefits

Whether you are beginning to plan for retirement, approaching retirement, or simply want to better understand your retirement benefits, this session is a great opportunity to learn more and connect with our Benefits team.
During this session, we will cover:

- An overview of your retirement benefits
- Helpful resources and planning information
- Answers to your benefits-related questions
-

The session is scheduled for today, July 22, 2026, Noon to 1:00 PM.

Join the session at https://ucla.zoom.us/j/94708831383

Posted by California Policy Issues at 3:30 AM No comments:

Labels: uc retirement

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